



Preview Materials

Grade 2



Educators love our K-12 curriculum based on a user-friendly design and its supreme effectiveness in delivering comprehensive health knowledge and skills.

- Health Promotion Wave (HPW) is **research based** and has been **proven effective** upon the results of an independent evaluation. We provide the connections between the latest proven teaching methodologies and strategies and the most current health information available.
- Health Promotion Wave's **materials are reusable** year after year because no consumable student text is required; in addition, the program provides **updated inserts** on a regular basis at minimal cost.

- Health Promotion Wave's lessons can be **integrated within the current frameworks** of a variety of subjects like reading, writing, math, science, art and music (Grades K-5).
- Health Promotion Wave is **engaging**, with lessons designed to promote **direct participation of students, parents and teachers**.
- Health Promotion Wave incorporates a variety of quality custom made and collected multimedia outlets to **accommodate diverse teaching and learning styles**. Multimedia resources include literature, posters, games, videos, software and models all used to enhance the enrichment of the information and skills taught by our program.

Using this Preview:

Refer to the bookmarks on the left to navigate to the page you need. Included in the PDF files are:

Lesson Plans: The complete Teacher Edition contains lessons that cover a broad range of health topics including Personal and Mental Health; Family Life; Stress Management; Safety and Injury Prevention; Nutrition and Fitness; Drug Prevention; Growth and Development; Community Health and Disease Prevention.

Student Activities: Reproducible activity sheets that easily accommodate any class size. These hands-on activities are designed for use directly with the corresponding lessons in the Teacher Edition. No additional planning or drafting of lesson plans from a student text is required.

Parent Activities: These blackline masters are provided to keep parents informed and engaged in the health education of their children.

Safety and Injury Prevention

Sessions 45-46 Safe Behavior

GOALS To identify risky behaviors, and practice behaviors that reduce the probability of being involved in dangerous situations.

- OBJECTIVES**
- 1 Introduction**
Introduce the Safety and Injury Prevention component, and define and identify risky behavior.
Skills: *personal responsibility*
 - 2 Pedestrian Safety**
Demonstrate safe behavior in and around motor vehicles.
Skills: *critical thinking, personal responsibility*
 - 3 Water Safety**
Practice safe behavior in or near water.
Skills: *critical thinking, decision making, personal responsibility*
 - 4 Emergencies**
Recognize emergencies and respond appropriately.
Skills: *critical thinking, decision making, personal responsibility*

**PARENT/
COMMUNITY
CONNECTION**

5 Parent Component
Review important safety information with parents.
Skills: *communication, personal responsibility*

MATERIALS HPW Flashcard: **risky behavior**
Student Activity 42, Risky Behaviors
Student Activity 43, Street Safety
Book: *Cannonball Chris*, by Jeanne Marzollo
HPW Poster: Water Safety
Student Activity 44(A&B), Water Safety: Choices and Consequences
Student Activity 45, Emergency Information
Parent Activity 21, Safe Behaviors

**CURRICULUM
CONNECTION**



literature, art, writing

Safety and Injury Prevention

Introduction

According to the National Center for Injury Prevention and Control (CDC):

- Unintentional injuries are the leading cause of death in children from 1-21 years of age.
- Motor vehicle crashes are the leading causes of death in the U.S. for people aged 1-34. Drowning is the second leading cause of death by injury among children aged 1-14.
- Each year between 20-25% of all children sustain an injury sufficiently severe to require medical attention, absence from school, and/or bed rest.
- For every childhood death caused by an injury, there are approximately 34 hospitalizations, 1000 emergency room visits, many more visits to private physicians and school nurses, and an even larger number of injuries treated at home.

Children need to learn safety rules and skills necessary for preventing unintentional injuries. They must also appreciate the personal responsibility and the consequences of their behaviors. These sessions will focus on the top two causes of unintentional injury deaths: safety around motor vehicles and water safety. Children will also review important emergency information covered in earlier grades.

Introduction

Purpose: To introduce the Safety and Injury Prevention component, and define and identify risky behavior.

Skills: *personal responsibility*

OBJECTIVE

1

Risky Behaviors

ACTIVITY 1

Materials: HPW Flashcard: **risky behavior**
Student Activity 42, Risky Behaviors

a ★

Time: about 30 minutes

1. Begin this activity by writing the following examples on the chalkboard or newsprint:

- Taking a dare
- Playing with matches
- Not wearing a seatbelt

2. Ask students what all of these things have in common. Explain that because all of these actions have the potential to cause harm, we refer to them as risky behavior.

Safety and Injury Prevention

3. Post the 'risky behavior' flashcard on the board and define **risky behavior** as *any behavior which can cause harm to the mind or body*. Have students identify other risky behaviors.

4. Next, copy and distribute Student Activity 42, Risky Behaviors. This activity should provide a baseline for students' current understanding of safe and unsafe behaviors. First have students define risky behavior in their own words; then, illustrate examples of risky behavior by reading each scenario with students and have them identify the risky behavior in each. Discuss the potential danger of each scenario and what their responsibility would be.

Response Guidelines:

1. Never play with sharp objects, including pencils, pens, or rulers; and don't use any sharp objects on yourself or others. These objects may appear harmless, but they can cause serious injuries to organs like the eyes and ears, and can also cause an infection if the skin is broken. Have children demonstrate acceptable ways of gaining attention.

2. Store the painting materials in a locked cabinet. Poisonous materials should always be locked up right after use to prevent a potential poisoning. Have students discuss other ways they can prevent poisoning [Never take medicine without the assistance of an adult; learn to recognize the poison symbols and poison warnings; notify a parent immediately if poisonous materials are not locked up; keep emergency numbers, including poison control number each phone]

3. You should not ride a bike that has not been 'fitted for you,' including the bike helmet. You should only ride a bike that has been adjusted to fit you. You should make sure that you can stand over the top tube of your bicycle. Your bicycle helmet should also fit you snugly and sit flat on your head. Never ride without a helmet.

5. Complete this activity by emphasizing the following points:

- The best way to stay healthy is to avoid risky behavior.
- Sometimes, kids want to impress their friends so badly, they do something risky without even thinking. Can you give some examples? [Taking dares; trying drugs; not wearing bike helmets or safety equipment; riding two on a bike]
- Remember, no one cares about you as much as you do. It is your responsibility to stay safe and take care of yourself.

Safety and Injury Prevention

Pedestrian Safety

Purpose: To demonstrate safe behavior in and around motor vehicles.

Skills: *critical thinking, personal responsibility, decision making*

OBJECTIVE

2

Review of Safety Concepts

ACTIVITY 1

Materials: Student Activity 43, Street Safety



Time: about 15 minutes

- 1.** This activity provides a review of important street safety concepts covered in grade one.
- 2.** Copy and distribute Student Activity 43, Street Safety. Students can work alone or in small groups to complete the word search puzzle.
- 3.** After sufficient time, review the correct responses (See Student Activity Answer Key).
- 4.** Complete this activity with the following discussion questions:
 - What is the safe way to cross a street? [Obey traffic signals; look left, then right, and then left again before crossing the street; cross at the corner]
 - *Why is it so important to be careful before crossing at the corner?* [Point out that this is one of the most common causes of accidents among children. Sometimes, they are in a hurry, or talking to their friends, or think they can cross fast enough to beat the oncoming traffic. Emphasize that crossing the street is a very big responsibility. Children should be accompanied by an adult or crossing guard when crossing the street; if they do have to cross by themselves, they must take the responsibility seriously]
 - *Who is a crossing guard and what does a crossing guard do?* [Some streets have crossing guards (or safety patrols) to help children cross the streets on the way to and from school]
 - *What should you do if the crossing guard gives you the signal to walk?* [Make eye contact with drivers prior to crossing in front of them. Don't assume that because you can see the driver, the driver can see you]
 - *Why should you never run into the street?* [This is one of the most dangerous things you can do. It is very dangerous for several reasons: you might not see a car coming; you cannot judge how fast a car is traveling; it breaks all traffic rules (not crossing at the corner, not looking both ways, not obeying traffic lights)]
 - *What side of the street should you ride your bicycle?* [On the same side as the direction as the traffic]

Safety and Injury Prevention

- *What side of the street should you walk?* [On the left, facing traffic, as far away from the road surface as possible (if there are no sidewalks)]
- *Why should pedestrians walk on the left, facing traffic?* [So they can have a clear view of the oncoming traffic and get farther out of the way if they need to]
- *How should you cross the street after getting off the bus?* [Cross the street 10 feet in front of a school bus and wait for adults on the same side of the street as the school bus loading or unloading zone]
- *What should you do if you have to walk home after it starts getting dark outside?* [Emphasize how difficult it is to see a pedestrian at night, especially if wearing dark clothes and no reflective clothing or tape. Be sure to have at least one of the following: reflective tape, light-colored clothing, or a flashlight]

ACTIVITY 2 Red Light, Green Light



Materials: none

Time: about 20 minutes

(Please review scenarios ahead of time and add any that are appropriate for your children)

- 1.** This activity is a fun way to review safe and unsafe street and traffic safety. Divide the class into teams and have them stand in the back of the room.
- 2.** Read each team one of the following scenarios. Each team who correctly identifies the scenario as safe or unsafe gets to take a 'giant' step forward. If they get one wrong, they must take a giant step backwards. The team who is the closest to you at the end of the game is the winner.

Scenarios:

- 1.** Your friend dares you to cross the street when there is a red light. *(unsafe)*
- 2.** Carlos insists that you walk home on the left side of the street, facing traffic. *(safe)*
- 3.** Jasmine is busy talking to her friend when she steps off the curb to cross the street. *(unsafe)*
- 4.** Lina is in a hurry and wants to cross the street in the middle of the block. *(unsafe)*
- 5.** You get off the bus with your friend Tyler who is about to run across the street. You stop Tyler, make him walk ten feet in front of the bus, and then cross the street. *(safe)*

Safety and Injury Prevention

6. Nicole has the green light to cross the street. She looks both ways and sees a car traveling pretty fast in her direction, so she decides to wait.

(safe)

7. Cynthia chases the ball into the street. *(unsafe)*

8. Carmen's friend insists that it is okay to cross the street when there is a red light—if there aren't any cars coming. Carmen says 'no.' *(safe)*

9. Joshua and his friend are having fun talking and laughing as they walk home from school. When they reach the corner, Joshua stops talking, looks left, right, and left again, and then crosses with the green light at the crosswalk. *(safe)*

10. You yell at your friend to 'stop' as he starts to chase the ball into the street. *(safe)*

11. When the crossing guard gives you the signal to walk, you look the driver in the eye before you start crossing the street. *(safe)*

12. Sarah steps off the curb and waits for the signal to cross the street. *(unsafe)*

Role Play

ACTIVITY 3

Materials: scenarios from Activity 2



Time: about 20-25 minutes

1. For this activity, students will practice safe pedestrian behavior by acting out the above scenarios.

2. Divide the class into small groups and assign them scenarios from the last activity. Groups should act out a safe and unsafe version of the scenario. The class should decide which version is safe, or unsafe, and explain why.

Guest Speaker

ACTIVITY 4

Materials: guest speaker: a crossing guard or safety patrol member

Time: about 20-25 minutes.

Invite a crossing guard or safety patrol member to discuss the safety rules children have been practicing. Have the guest speaker come in uniform, and, if possible, take students outdoors to illustrate the different traffic safety rules.

Safety and Injury Prevention

OBJECTIVE Water Safety

3

Purpose: To practice safe behavior in or near water.

Skills: *critical thinking, decision making, personal responsibility*

ACTIVITY 1 Introductory Activity



Materials: *Cannonball Chris*, by Jeanne Marzollo
HPW Poster: Water Safety
Erasable pen

Time: about 25-30 minutes

1. Read the story, *Cannonball Chris*, by Jeanne Marzollo. Have students retell the story in their own words.

2. You may want to use the following questions as a guideline for discussing the story:

- *What were some of the pleasant things in this story?*
- *What were some of the 'not very pleasant' things in this story?*
- *Why do you think Chris never told his father about his secret?* [Emphasize that everyone is embarrassed about something personal, but it is always better to share it with someone. Often they can help, just like Chris' s father]
- *What changed after Chris told his father about his secret?*
- *Why was Chris smart not to jump into the deep end when he was afraid?*
- *Why is it important for everyone to know and follow water safety rules?* [Although the water can be fun, it can be dangerous, too. Following water safety rules is the best way to have fun and to be safe]

3. Display the Water Safety poster. Have students identify all of the safety rules they learned last year. Have them take turns writing the rules on the poster each time they identify a correct rule (see Lecture Notes below).

LECTURE NOTES WATER SAFETY RULES

Never swim alone.

Make sure an adult is always present

Adjust slowly to water temperature.

Swim only in safe places.

There should always be someone supervising swimmers, preferably a life guard.

Safety and Injury Prevention

LECTURE NOTES

Don't swim in unfamiliar areas.

You do not know such things as the depth of water, currents, or other potential hazards.

Do not swim when overtired or overheated.

This includes swimming after a heavy meal.

Dive only in approved areas and be sure no swimmers are below you.

Do not overestimate your own ability.

Never attempt something new, such as a long swim or a high dive, without the proper supervision. Also, do not make a decision once you are in the water that you can swim a certain distance. Distances are hard to judge once you are in the water.

While swimming under water, be sure to come up as soon as you feel the need for air.

Be courteous to other swimmers.

Do not push or dunk others under water.

Wear a life jacket around water if you don't know how to swim.

Do not use water wings (or other air-filled swim aids) in place of life jackets or life preservers.

Everyone should learn to swim.

Learn to swim at an early age.

To prevent choking, never chew gum or eat while swimming, diving, or playing in water.

Demonstrating Water Safety Rules

ACTIVITY 2

Materials: Student Activity 44(A&B), Water Safety: Choices & Consequences



Time: about 20 minutes

1. Copy and distribute Student Activity 44(A&B), Water Safety: Choices and Consequences. Students can work alone or in groups.

2. For each scenario, have students:

- Identify the potential danger in each situation
- Explain what they would do in that situation.

3. Allow students sufficient time to complete the activity sheet. Depending on the group, you may wish to do the entire activity orally. Then, discuss their responses (see Student Activity Answer Key).

Safety and Injury Prevention

OBJECTIVE **Emergencies**

4

Purpose: To recognize emergencies and respond appropriately.

Skills: *critical thinking, decision making, personal responsibility*

ACTIVITY 1 **Vital Information**



Materials: Student Activity 45, Emergency Information
Newsprint or chalkboard

Time: about 15 minutes

1. This activity is designed to assess students' understanding of emergency situations covered in grades K and one.

2. Copy and distribute Student Activity 45, Emergency Information. Allow students approximately five to ten minutes to complete the activity sheet and then, discuss the following:

- *How many of you knew all of the answers to the questions on the activity sheet?*
- *How many of you know your telephone number; your address?*
- *Why is this information important to know?* [Emphasize that in an emergency situation, time is very, very important. The more information they have, the faster they can get the help they need]

3. Complete this activity by graphing the correct number of responses for each question. Discuss which areas the class did well and which areas they need some improvement.

Note: Save this activity sheet and send home with the following Parent Activity 21, Safe Behaviors, for parents to review with their children.

ACTIVITY 2 **Emergency Drills**



Materials: none

Time: about 20 minutes

1. This is an excellent time to practice emergency drills such as fire and earthquake drills.

2. Review the school policy for emergency drills. Have students practice skills such as drop, stop, and roll for fires; and duck, cover, and hold for earthquake drills.

Safety and Injury Prevention

3. You may want to use the following websites for further information, or for students to play fun and informative games related to fire and earthquake safety skills.

Fire safety sites:

www.sparky.org — sponsored by www.firepals.org

Earthquake sites:

www.oes.ca.gov — The California Office of Emergency Services site has a program, Ready to Ride it Out, that includes important safety tips for children, schools, and parents.

Parent Component

Purpose: To review important safety information with parents.

Skills: *communication, personal responsibility*

OBJECTIVE

5

Closing Activity

ACTIVITY 1

Materials: Parent Activity 21, Safe Behaviors



Time: about 10 minutes

- 1.** Copy and distribute Parent Activity 21, Safe Behaviors. This activity is designed to alert parents to the high incidence of pedestrian deaths and injuries. Parents will review the important safety rules covered in this session.
- 2.** Additionally, please send home Student Activity 45, Emergency Information, with the parent letter. Parents will be asked to review the activity sheet with their child and fill in any blanks or misinformation.
- 3.** On the due date, you may want to redistribute Student Activity 45, Emergency Information, and allow students to demonstrate their improvements.

Risky Behaviors

What is a risky behavior? _____

1. Your friend, Tyrone, will do anything to get attention. Last week he stuck a sharp pencil in his ear on a dare.

What is the risky behavior? _____

Explain. _____

2. Your older sister was helping your father paint your room. When they finish for the day, your sister stacks all of the cans in the corner of the room, including one with a poison sign.

What is the risky behavior? _____

Explain. _____

3. You are visiting your friend for the day and he wants to go bike riding. His older sister said it would be okay for you to borrow her bike.

What is the risky behavior? _____

Explain. _____

Street Safety

W L H S E A T B E L T S
 O F N I R Y J B D O Q C
 P E N L V S S V S X Y H
 P E D E S T R I A N K O
 O E D H Z O Q M P F H O
 L Y A E U P B D K R O L
 I R P M Y C O O M H D Z
 C J A Y Q G N S U W P O
 E O C O U I E A B G K N
 N C R O S S W A L K P E
 S Q U E N C A S V R T L
 T O P L T O Y D R T O P

1. This is the proper place to cross the street. It is usually marked by two solid white lines.
2. This should be worn EVERY time you ride in a car or bus.
3. This traffic sign should be obeyed by drivers and cyclists.
4. Always _____ and look both ways before crossing the street at the corner.
5. The _____ can help you if you get lost walking home from school.
6. A _____ is another name for a person crossing the street at the corner.
7. This is an area which warns drivers that there is a school nearby and they should be prepared to slow down or stop.

Water Safety Choices and Consequences

Situation 1: Karen is so excited about her first day at the beach. She decides to swim all the way down to the next lifeguard's chair, even though she has never tried it before.

What is the danger here?

What would you do?

Situation 2: Jesse is at a swim party. He tells his friend's mom he knows how to swim because he doesn't want to wear a life jacket; otherwise everyone will know he doesn't really know how to swim!

What is the danger here?

What would you do?

Water Safety Choices and Consequences

Situation 3: Sharon is mad at her dad. He keeps telling her that he will teach her how to swim but never gets around to it. Sharon asks her friend Pat to teach her.

What is the danger here?

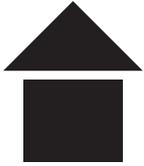
What would you do?

Situation 4: Kim and her friend decide to take a walk down to the beach looking for shells. They have walked a long way and are very hot. They decide to take a quick swim to cool off, even though no one is around.

What is the danger here?

What would you do?

Emergency Information



What is your address?



What is your telephone number?



What number would you call for an emergency?

Can you name two emergency situations?

Do you know if you have emergency telephone numbers listed in

your house?

Yes

No

If yes, where are they posted?

Who can you turn to for help in an emergency situation?



Parent Letter 21, Safe Behaviors

Dear Parent:

This week in health class, we began the Safety and Injury Prevention portion of the curriculum. We began this component by discussing safe behaviors in and around motor vehicles and water—the two leading causes of unintentional injury deaths among youth.

According to the National Center for Injury Prevention and Control (CDC):

- Unintentional injuries are the leading cause of death in children from 1-21 years of age.
- Motor vehicle crashes are the leading causes of death in the U.S. for people aged 1-34. Drowning is the second leading cause of injury death among children aged 1-14.
- Each year between 20-25% of all children sustain an injury sufficiently severe to require medical attention, absence from school, and/or bed rest.
- For every childhood death caused by an injury, there are approximately 34 hospitalizations, 1000 emergency room visits, many more visits to private physicians and school nurses, and an even larger number of injuries treated at home.

Children are at increased risk for pedestrian injuries for several reasons:

- Their smaller size makes them difficult for drivers to see, especially if they are standing between parked cars on the side of the road.
- Because young children are often unable to judge distances and vehicle speeds accurately, they can easily misjudge whether it is safe to cross a street.
- Drivers and children each assume (incorrectly) that the other will yield the right-of-way.
- Parents can over-estimate their children's ability to cross the street.

In class, we discussed all of the safety rules attached to this letter. Children did role-plays of safe and unsafe behaviors, and we had a crossing guard come to our class to discuss why each of these rules is necessary. Please spend some time reviewing these rules with your child. Be sure he or she understands traffic signals and how to anticipate drivers' actions.

Finally, I have sent home an activity children completed in class about emergency information. This is information that has been covered in earlier grades and extremely important for children to know. Please review the activity sheet with your child and fill in any blanks or misinformation. Children will have another opportunity to show their improvement!

Thank you for your cooperation and participation. Please feel free to write comments and return this letter.

PARENT COMMENTS:



Pedestrian Safety Rules:

Tips from the National SAFE KIDS Campaign (NSKC), Washington (DC): NSKC, 2004

- **Never allow children under age 10 to cross streets alone.** Adult supervision is essential until the traffic skills and judgment thresholds are reached by each child.
- **Always model and teach proper pedestrian behavior:**
- **Cross streets at a corner,** using traffic signals and crosswalks whenever possible.
- **Make eye contact with drivers prior to crossing in front of them.** Don't assume that because you can see the driver, the driver can see you.
- **Instruct children to look left, right, and left again** when crossing a street and continue to look as they cross. Practice this behavior with them until they master it.
- **Teach children to never run into the street and to walk facing traffic,** as far to the left as possible, when sidewalks are not available.
- **Require children to wear retro-reflective materials and carry a flashlight** at dawn and dusk and in other low-light situations, such as rainy or foggy weather.
- **Prohibit play in driveways,** streets, parking lots, and unfenced yards adjacent to streets.
- **Teach children to cross the street 10 feet in front of a school bus** and to wait for adults on the same side of the street as the school bus loading or unloading zone.

Additional tips from the National Center for Injury Control and Prevention

- Supervise young children and do not leave them alone to play, especially near a street or the driveway. Make sure that the children's play area is at least 200 feet from any dangerous areas (such as a street, driveway, a vacant lot, or water). If it is within 200 feet, the play area should be fenced. Obey the school safety patrol, crossing guard, or police officer when walking near a school.
- Make sure that doors leading to the outside of the house, including garage doors, cannot be opened by young children. This is to prevent children from getting out of the house unnoticed by their parents and being injured in traffic.